

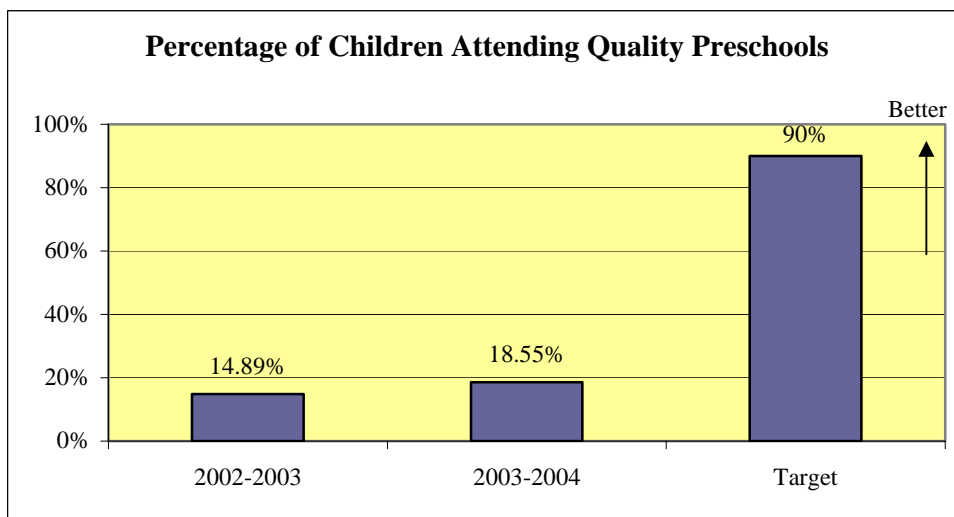
REQUESTS FOR RESULTS

Education

Result: *IMPROVE STUDENT ACHIEVEMENT*

Indicators:

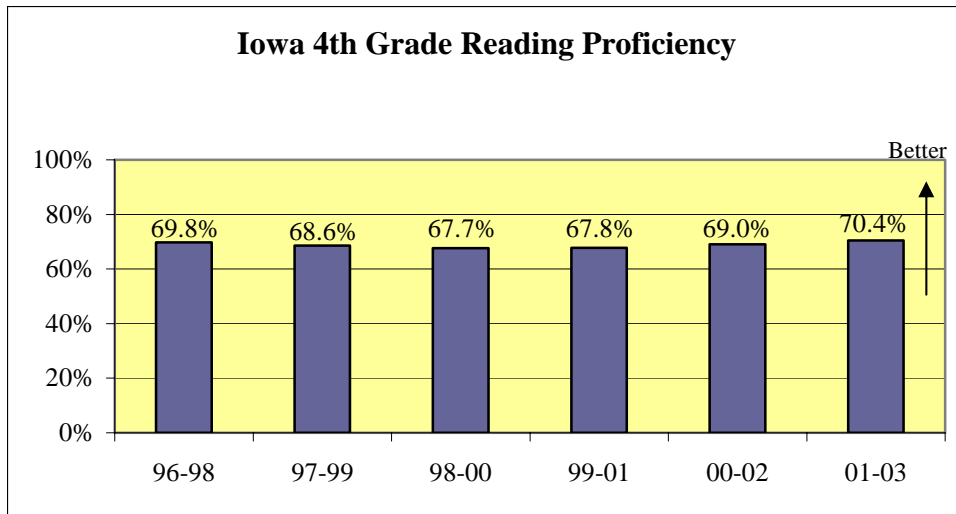
Each indicator reflects a critical outcome for each phase of learning; early childhood, K-12, and post secondary. They are not meant to directly connect to all strategies improving student achievement.



Data Sources: Iowa Department of Education Shared Visions and District Data, Iowa Department of Human Services Access Data System; NAEYC Website: Accredited Program Search; Head Start Program Information Report for 2002-2003: Total Actual Enrollment

- **Percentage of children attending quality preschool.**

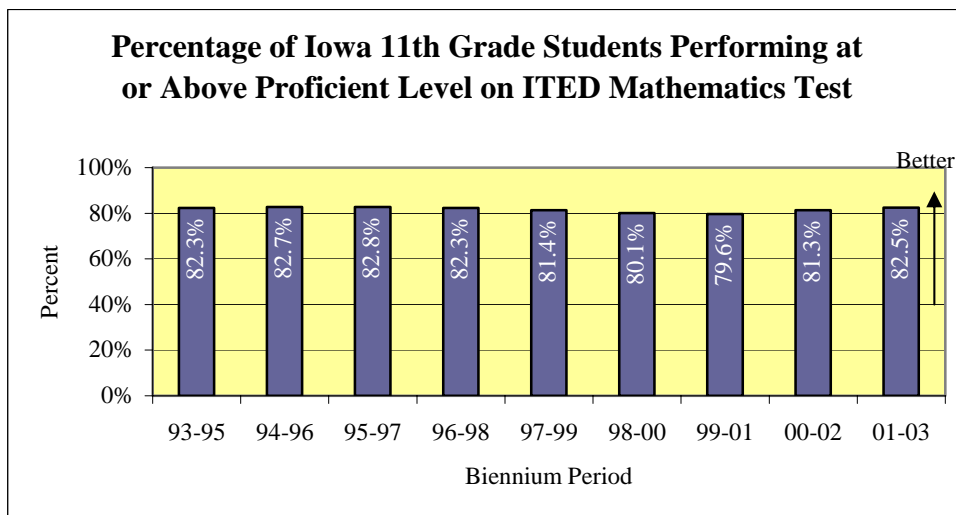
* The percentage of Iowa children, ages three and four, who have participated in a preschool program that is NAEYC (National Association for the Education of Young Children) accredited and/or meets Head Start program performance standards, or meets a comparable set of standards. This data is currently being collected to track progress on the Leadership Agenda goal that 90% of Iowa's children have a quality preschool experience. In the absence of a statewide measure that gauges what children know and can do at the time of school entry, the team chose the percentage of children attending quality preschool. Offers should include comprehensive strategies that include, but are not limited to, preschool, because good evidence shows that multiple strategies are needed to achieve school readiness. In future iterations of this process, a more comprehensive indicator of early childhood education may be available.



Data Source: University of Iowa, Iowa Testing Programs

- **Percentage of 4th grade students achieving proficient or higher in reading.**

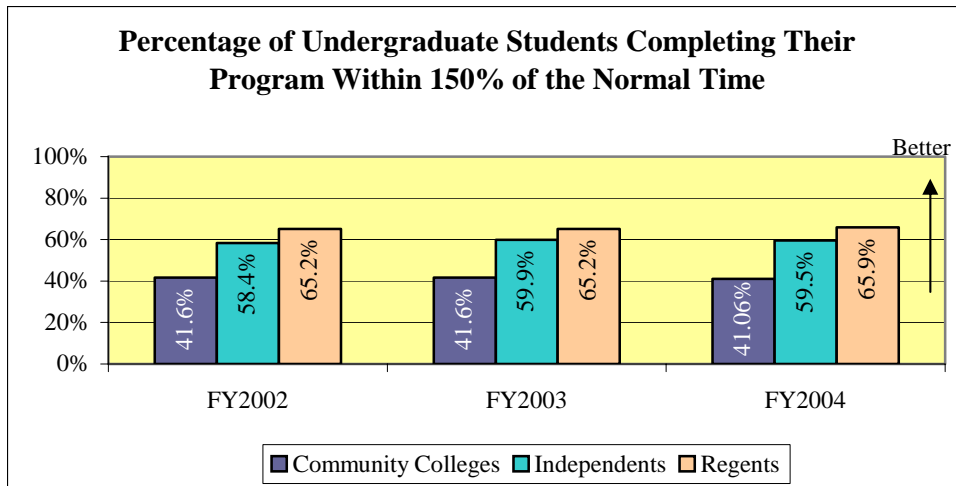
* Based on Iowa Tests of Basic Skills results. Research supports the importance of reading and math as foundational skills in the workplace. Students lacking adequate skills in these areas are found to have an increased chance of dropping out, less interest in post-secondary or lifelong learning and less earning power in their lifetimes.



Data Source: University of Iowa, Iowa Testing Programs

- **Percentage of 11th grade students achieving proficient or higher in mathematics.**

* Based on Iowa Tests of Educational Development results. Research supports the importance of reading and math as foundational skills in the workplace. Students lacking adequate skills in these areas are found to have an increased chance of dropping out, less interest in post-secondary or lifelong learning and less earning power in their lifetimes.



Data Sources: Iowa Department of Education; Iowa Community College, Management Information System; Iowa College Student Aid Commission, Information Digest of Post Secondary Education; Iowa Board of Regents

- **Percentage of full-time undergraduate post-secondary students completing their program within 150% of the normal length of study.**

* Normal length of study is based on Regent institutions' six-year graduation rate; community colleges' three-year persistence rate; and independent colleges' six-year graduation rate from IPEDS (Integrated Postsecondary Education Data System). Research is clear that as individuals obtain more post-secondary training, positive indicators like earning power and health increase while negative indicators like unemployment and crime rates decrease. This indicator supports the Leadership Agenda goal of 90% of Iowa's population having post-secondary experience. All Regent institutions, community colleges and independent colleges in Iowa must be accredited so an assumption of quality can be made. High school graduation rate or the % of public high school graduates/seniors pursuing or intending to pursue post-secondary education or training were not chosen as indicators because they are intermediate indicators supporting the overall indicator of completing post-secondary training. The team also considered using the % of employed Iowans with a college degree but concluded that would be more directly related to the Transform the Economy result than the Student Achievement result.

Strategy Map:

The Strategy Map depicts the spectrum of education supports – early childhood through post-secondary – and the factors influencing these categories of supports. Since learning is built on the foundation of prior learning, and children's earliest learning experiences are fundamental to their brain development and long-term educational success, the quality of the very earliest learning experiences helps to shape the overall quality of education at all levels. By ensuring excellence in education in early learning and in the primary grades, children obtain a solid foundation for success throughout their lives. Ultimately, these efforts link to the number of students who will successfully complete a postsecondary education and prosper in the modern economy.

Strategies:

Student achievement is affected by four major components:

Create Great Learning Environments – The overall quality of experience offered to learners is determined by: available tools and support, breadth and diversity of curriculum, access to programs, quality and effectiveness of instruction offered, support given to teachers and staff, quality of facilities, and the transitions between levels of education. These learning resources are essential to improving student achievement.

Produce Ready-to-Learn Students – Students at all ages will achieve more when they are physically healthy, safe, well-nourished and rested, have supportive relationships, and are exposed to educational opportunities and challenges.

Ensure Students have Secure and Nurturing Families – The family environment is a critical factor in student achievement. Supportive parents and other adults that are involved in learning read to their children, attend activities, understand the importance of education, have an adequate income, and provide a secure and stable home to develop learners more capable of high levels of achievement.

Create Safe and Supportive Communities – Community support is essential to student achievement as it affects both students and learning environments. Communities affect learning through cultural dynamics, awareness and availability of information about the importance of student achievement, providing care for dependents, promoting positive youth development activities and the availability of transportation and housing.

** The Education Buying Team sees Great Learning Environments and Ready-to-Learn Students as the components that will most directly improve student achievement and therefore, see the bulk of the Education investment being made in these two areas.*

Purchasing Strategies - The Education Buying Team seeks offers that:

1. Increase the effectiveness of comprehensive early childhood care, health and education;
2. Assure that all learners have access to a broad set of educational opportunities;
3. Invest in staff quality and effective instruction;
4. Enhance the affordability of early childhood and postsecondary opportunities;
5. Build results-oriented partnerships among education institutions, government, families, communities, businesses, non-profits, and others;
6. Implement evidence-based best practices;
7. Increase the proportion of the resources devoted to direct instructional activities; and
8. More fully engage learners and their families in their learning environments.

All Offers Should:

1. Be innovative and bold in implementing Vilsack-Pederson priorities and values. Ensure that the many innovative and bold initiatives we have begun are fully and well established.

This is not the old business as usual. Offers should continue ideas and improved services that produce results in the most effective and innovative ways. Offers are not limited to the services the State of Iowa currently provides the way we currently provide them. If an offer includes a service the State currently provides, the offer should improve upon those services. Adapt best practices to Iowa.

2. Use the principles of smarter sizing, smarter spending, smarter management and smarter leadership.

The State of Iowa must work smarter to produce better results with the available resources. Some principles that will do that include:

- *Consolidating services in a smart way;*
- *Buying services competitively;*
- *Using flexibility to produce accountability;*
- *Giving Iowans choices;*
- *Giving money to Iowans, rather than institutions;*
- *Making administrative systems allies, not enemies;*
- *Improving work processes and productivity;*
- *Improving the availability, quality, use, and sharing of data;*
- *Purchasing prevention, not remediation;*
- *Separating steering and rowing;*
- *Producing voluntary compliance;*
- *Targeting subsidies;*
- *Purchasing less mistrust; and*
- *Blending or braiding revenue streams.*

3. Divest lower value strategies so that there is more money to invest in higher value strategies.

The State of Iowa cannot simply continue to provide all of the services it currently provides, because many of those services do not directly relate to the results Iowans want most. To provide those results, the State must target its resources toward services and programs that will directly impact those result areas. Investments must also target populations, regions or aspects of a delivery system that most need attention.

4. Encourage collaboration and partnerships.

The State of Iowa cannot do everything alone. Iowans want state departments to work with each other, as well as other levels of government, non-profits, and the private sector. The State's investments must build upon and work with community based organizations and initiatives. Partnerships require incentives. The State cannot construct a budget based on the hope that partners will fund a portion of the service, if those deals have not been discussed with the partners.

5. Show measurable results.

6. Build on organizational core competencies.

When offers are made to fund existing state services, they should build upon that service's strengths. Offers should improve upon the areas that Iowans expect and want from state government, not abandon the core service.

7. Promote cultural competence.

Diversity is important to the future of Iowa. Offers should welcome and serve diverse populations.